



# Outwood Ledger Lane Junior and Infant School

## Inspection Report

**Unique Reference Number** 108165  
**LEA** Wakefield  
**Inspection number** 277916  
**Inspection dates** 13 March 2006 to 14 March 2006  
**Reporting inspector** Mr Roger Gill CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Ledger Lane
<b>School category</b>	Community		Outwood
<b>Age range of pupils</b>	3 to 11		Wakefield, West
			Yorkshire WF1 2PH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01924 303 825
<b>Number on roll</b>	339	<b>Fax number</b>	01924 303 827
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Roland Harden
<b>Date of previous inspection</b>	18 September 2000	<b>Headteacher</b>	Mr K Butler

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is a large primary school in Wakefield situated in an area that contains some significant social and economic disadvantage. The majority of children are of white British heritage. Very few from the other backgrounds represented are learning English as an additional language. The proportion of children who have learning difficulties and/or disabilities is broadly typical, but more than usual have statements of special educational need.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with outstanding features that provides good value for money. It has a deservedly strong reputation. Everyone connected with the school works in close harmony to make it so successful. The school thinks of itself as outstanding, which nearly matches the inspectors' view. Children achieve well by the end of Year 6 and generally attain above average standards. This year, standards are on course to be the highest for a few years. Progress is good throughout the school. Good teaching, with some outstanding facets, helps all children to achieve well, particularly those who find learning difficult. The quality of provision in the Foundation Stage is good despite the lack of some opportunities for children to practise basic skills such as literacy and numeracy through play. For example, the outside area is underdeveloped in these respects, but the school is already beginning to tackle this relative weakness. The school and its superb ethos are greatly admired by parents, staff, children and governors. The good curriculum is enriched to make learning exciting. The school has made good progress since its last inspection and is well placed to make further improvements. The care and concern for individuals is first-rate, which produces outstanding personal development. The headteacher's charismatic leadership is combined with effective delegation. This creates a well-oiled and successful school, about which children are lavish in their praise. As one child announced, 'we were confident that if inspectors saw us as we normally are they would see a really good school'. The way that individual children's progress is tracked and the quality of teaching is judged is good. However, evaluation of the information is not thorough enough to allow the school to pinpoint exactly how well various groups of children achieve and what could be better.

### **What the school should do to improve further**

- Devise methods to evaluate the progress of classes, year groups and other groups of children to show exactly where achievement has been successful and what could be better.
- Improve provision in the Foundation Stage by ensuring that children's basic skills can be practised more frequently through play: inside and outside the classroom.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. The majority of children achieve well to reach the broad expectations of them by the end of Reception: entry levels are below those expected for their age. Pupils continue to achieve well so that by the end of Year 2, many reach typical levels. Current attainment in Year 6 is above average and is on course to be better than the school's previous results. Older pupils meet and often exceed the individual targets set for them. Progress in mathematics is particularly successful because teaching methods are well-honed. Teachers expect a lot and, as a result, pupils do well. Standards in information and communication technology (ICT) are good and

pupils produce good work in other subjects, as exemplified by the very bold and effective sketches of daffodils and hyacinths on display. Those that find learning difficult make good progress towards their targets. The few who are learning English as an additional language also make progress quickly. The school has a greater emphasis on attainment at Year 6. An older child said, 'we get through work at a very fast rate in our last year'. However, the school is not sure whether standards could be higher earlier on, in Year 2 for example, because its analysis of progress made by groups of children is not yet comprehensive enough.

## **Personal development and well-being**

### **Grade: 1**

Personal development and well-being are outstanding. Children have many opportunities to assume responsibility, discuss ideas and feelings, and work in groups. Consequently, their self-esteem is high. One pupil captured children's responses to the ethos of enterprise by stating boldly, 'get stuck in and you will really enjoy yourself.' Members of the school council take their responsibilities very seriously and help to make valuable changes. Children run the tuck shop, complete traffic surveys for road safety and enjoy the many extra curricular activities and clubs on offer. Thus, children develop healthy attitudes, awareness of safety issues and skills that will stand them in good stead in future life. Attendance is average and punctuality is good. The enjoyment of school life is immense because attitudes and behaviour are good and often outstanding. For example, children sing with gusto in assemblies and exit from the hall, still singing, in a wonderfully controlled manner, which typifies their social and spiritual development. The strong provision for spiritual, moral, social and cultural development plays a key role in ensuring that children value themselves and care for others. The sense of community engendered in the candle-lit discussion sessions, for example, results in excellent spirituality and social development.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The good quality of teaching and learning is peppered with outstanding features that boost children's confidence. Successful lessons have purposeful objectives, an air of dedication and a specialist slant: in mathematics, for example. Teaching assistants contribute significantly, particularly in the diagnosis and support of learning for children that find work difficult. Although learning through play is generally planned for well in the Foundation Stage, the school has recognised that the range of play activities is limited and is taking steps to improve this. Teaching is occasionally outstanding such as when large puppets are used, in Year 1, to make young children sit eager with anticipation. As a result, their rate of progress is accelerated. Moreover, children achieve very well when relaxation techniques are used, prior to a demanding subject like French in Year 5, because they are so ready to absorb the knowledge. Children with a gift or talent are advantaged in this way. Occasionally, learning slows because

some children find it hard to control their emotions, but generally an underlying success of teaching is in personal development. Teachers collect a lot of information about children's progress, which assists the planning of new lessons even if its strategic use is somewhat limited. Children are taught how to improve their work. Older pupils are particularly successful at this.

## **Curriculum and other activities**

### **Grade: 2**

Children benefit from a good curriculum that contains outstanding elements. The planning for basic skills is finely tuned to make full use of teachers' reflection on previous lessons. Thus, for example, the curriculum for children that find learning difficult is well orchestrated to meet their needs, including special programmes to raise competence in reading. There are ample opportunities for all children to apply their skills in English, mathematics and information and communication technology. The school acknowledges rightly that the Foundation Stage curriculum could be broader partly because play outside is limited. Education about how to keep safe and lead healthy lifestyles is prolific: the new fitness regime at break times is a great hit with children. An excellent programme of enrichment includes specialist teaching, visits, visitors and out-of-school activities. SuDoku and Puzzle clubs pose genuine challenges for interested children. Children develop their interests by learning French and using massage techniques.

## **Care, guidance and support**

### **Grade: 1**

The school provides top quality care for its pupils, which enables them to be happy and confident learners. Its reputation of caring for children who have experienced problems elsewhere is wholly justified. Child protection procedures are in place and risk assessments are completed as required. Pupils consider their environment to be safe. The support provided for parents of children that require extra help inspired one to write about the way it, 'takes away some of the strain of caring'. Children trust teachers, which accounts for the superb relationships that exist: they feel safe and know someone will always lend them a listening ear. The academic guidance for pupils in lessons is very strong. It includes useful, oral feedback for younger pupils, helpful comments in marking for juniors and learning targets that are clear and fully understood. The thorough system of recording pupils' progress provides early identification of those pupils who need extra support.

## **Leadership and management**

### **Grade: 2**

Good leadership and management ensure the children achieve well. The headteacher and staff lead with vision and decisiveness. They are highly successful at caring for children, particularly the vulnerable or those with temporary difficulties. As a result, children's personal development is first-rate. They feel at the heart of the process,

talking maturely about what the school does for them. Moreover, the vast majority of parents admire what the school has to offer: several wrote EXCELLENT in capitals on a recent questionnaire. Senior teachers guide their colleagues skilfully and build on the strong commitment shown by all staff. Teaching assistants contribute effectively as a result of the responsibility given to them and the comprehensive support they receive. Governors fulfil their responsibilities and know the school well. They oversee the school's performance and allocate resources effectively.

On balance, the school has a good understanding of its own strengths and weaknesses; its plans for development are apt and comprehensive. There is an extensive programme to check on teaching and learning. As a result, children's individual performance in tests is analysed frequently. This helps pupils to achieve well by Year 6. The use of information from assessments is not fully developed in determining the progress of all groups and classes. It is therefore hard for governors and staff to check on achievements to determine if classes or different groups of children could have done better. The school currently lacks the complete knowledge to fulfil its ambition to make it outstanding.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for your help when we inspected your school. We thoroughly enjoyed our visit because everyone was so helpful and friendly. We would like to share with you what we thought.

These are some of the things that we really liked:

- the good progress made by children by the end of Year 6
- the confidence you show in talking about school life
- the 'get stuck in' motto really does reflect how you all try to be involved
- the magic moments in lessons when you learn to relax or get deeply absorbed in your learning
- the enthusiasm that you all show for keeping fit.

We know everyone wants to do even better and we have suggested a couple of things that we think will help:

- your teachers need to use all the information they collect about your learning to see how well groups of children have done and how even higher standards could have been reached
- children in the nursery and Reception classes need even more chances to practise their basic skills through play, particularly in the outside areas.